

Bilbrook CE Middle School

Careers Development Plan 2022/25



Vision: Students who are a beacon of excellence, within the community and beyond.

The need for change

Year 8 Students were asked what future careers they would like to achieve. Out of a class of 32, only 4 were able to give a credible answer.

Most Year 5 students were unable to link careers to the subjects they studied.

Several Year 6 students were unaware of what having an ambition meant and how it could apply to the wider world, not to their own immediate area and community.

“I’ve just picked the subjects I like”

A Year 8 student’s response when asked, “How have you used your option choices to help you with your future career?”

| Strengths | Weakness |
|--|--|
| <ul style="list-style-type: none"> • Careers Day has been a regular feature in the curriculum for the past 4 years. • Parental involvement in Careers Day has been strong and increasing as the programme has progressed. • Staff are willing to be involved in the programme: bringing in a range of employment opportunities • Pre- Covid, STEM projects were added as extra-curricular opportunities. | <ul style="list-style-type: none"> • Currently there is not a strategic and progressive careers programme set up within the school. • Not all Gatsby benchmarks will be achievable, due to being a Middle School. • We do not have an established employer base to call upon. • Gatsby benchmarks 2,4 & 8 are only being met at 20% or less • Benchmarks 1, 3 & 7 are at between 40 and 63% |
| Opportunities | Threats |
| <ul style="list-style-type: none"> • There is the opportunity to create a specialised employer base suited to the needs of our pupils. • Creating the role of Careers Leader will enable the programme to be monitored and managed more precisely. • Working alongside the High school, that is within our Federation, will allow pupils to experience more career opportunities. • Tapping into the high school's employer base will allow for easier contact for our school. | <ul style="list-style-type: none"> • Time will be an issue for staff as we are a small staff. • All staff have a range of responsibilities; therefore, support will be needed to embed careers across the curriculum. • The catchment area of the school is seen as being deprived, and pupils lack the ambition to see beyond the local community. |

Strategic Objectives

| Strategic Objective 1 | Strategic Objective 2 | Strategic Objective 3 |
|---|--|--|
| Develop a 4-year Careers journey that meets the needs of all pupils. | Embed careers learning cross-curricular and ensure staff are confident in the role they play. | Develop a strong network of employers which challenges our pupils' perceptions of the wider world. |
| Success Indicators | | |
| <ul style="list-style-type: none"> • A clear progression will be seen from Year 5-8 • All staff will be involved with developing and evaluating the careers journey. • Staff will voice their opinions on the successes and weaknesses of the programme and be active in making changes. • Pupil voice interviews will show progression of skills achieved through the 4 years. | <ul style="list-style-type: none"> • Evidence of careers related activities seen in at least 1 scheme of work within the first year. • During pupil voice conversations, careers related language will be used. • At least 2 CPD sessions will be held to discuss careers in the curriculum. • Employers invited in to complete project-based learning. • Pupils will be more self-aware of their development areas and how these can be achieved. • Pupils will make deliberate option choices after several 1:1 sessions with a named member of staff. • Well informed questions used by staff to widen pupils' ambitions | <ul style="list-style-type: none"> • Liaison with the high school will strengthen a network of employers willing to work with us. • A wide range of employers from the local community and wider world will work with our pupils. • Workplace experiences will be offered to our KS3 pupils. • Project based learning will take place with KS2 pupils. |

Careers Team

| Desired | Strengths | Short-term actions |
|-------------------|--|--|
| Careers Lead | <ul style="list-style-type: none"> • Worked in the school for a long time • Good relationships with students and parents • Knowledge of local area | <ul style="list-style-type: none"> • Plan a 4-year careers journey from year 5-8 • Liaise with Headteacher and governors |
| Assistant Head | <ul style="list-style-type: none"> • Science lead • Responsibility for Teaching and Learning • Knowledge of school priorities • Curriculum knowledge | <ul style="list-style-type: none"> • Introduce careers into curriculum • Set up STEM projects |
| SENDCo | <ul style="list-style-type: none"> • Good rapport with students • Good overview of individual needs of students with SEND | <ul style="list-style-type: none"> • Liaise with Careers Lead to ensure SEND pupil needs met |
| Head of Computing | <ul style="list-style-type: none"> • Good rapport with students • Large contact base across a range of careers • Enthusiasm • Computing lead | <ul style="list-style-type: none"> • Use contacts to start project-based learning |
| Head of PE | <ul style="list-style-type: none"> • Good links with feeder High School | <ul style="list-style-type: none"> • Introduce new pathways between BMS and CCHS |
| Head of English | <ul style="list-style-type: none"> • Excellent curriculum knowledge • Large range of outside interests | <ul style="list-style-type: none"> • Introduce careers into English curriculum • Set up author and drama visits |
| Pastoral Manager | <ul style="list-style-type: none"> • DSL • Good links with parents | <ul style="list-style-type: none"> • Meet with pupils to support with option choices • Parental involvement |

Long-Term Strategic Objective Develop a 4-year Careers journey that meets the needs of all pupils.

Link to Benchmarks: GB1 GB3 GB8

| What will success look like (Milestones)? What do we need to achieve? | What actions we will take as a school to achieve these milestones? |
|---|--|
| <p>Year one 2022-2023</p> <p>A strategic and progressive plan is in place and implementation is launched by Sept. 2022</p> <p>Staff will be informed of the careers plan</p> <p>All students, parents and staff have access to the careers plan via the school website.</p> <p>Introduce a monitoring and evaluation resource for students to track their careers experiences.</p> <p>Every year group has at least one interaction with employers, employees or higher education providers scheduled.</p> <p>Students have begun to reflect and evaluate careers interactions through the booklet.</p> <p>An audit of the current careers provision has taken place by the end of the year including feedback from staff and pupil voice.</p> | <p>Present completed plan to SLT/Governors.</p> <p>CPD session to relaunch careers in Bilbrook Middle School in INSET September.</p> <p>ICT department to update school website. CL will present the reformed Careers Journey to year groups in assemblies. This will be reinforced through tutors. Parents will be involved in Careers mornings and events.</p> <p>Design and create a student Careers Booklet to be used over the four years students are in Bilbrook Middle including:</p> <ul style="list-style-type: none"> - Pages for reflections and evaluations of careers interactions - A form of accumulative skills building from yrs. 5 – 8 - Baseline and end of year ‘assessment’ <p><i>Some point: Run CPD for staff on the use of the Careers Booklet and Skills Builder</i></p> <p>Baseline assessment of year 5 students to evaluate current career goals and experiences.</p> <p>Pupil voice and informal staff feedback</p> |
| <p>Year two 2023-2024</p> <p>The implementation of the careers programme is embedded from years 5 to 8 and begins to form part of a routine.</p> <p>Staff feel more confident in participating in the building and teaching of the careers plan.</p> <p>Parents and students will be aware of the Careers Journey at Bilbrook and how they can engage with it.</p> <p>A monitoring or tracking system will have been purchased and will be rolled out.</p> | <p>Pupils will evaluate Careers Booklet and compare experiences from the previous year.</p> <p>Staff will evaluate experiences from 2022-2023 and discuss what changes they are going to make.</p> <p>Further CPD to be carried out during the Autumn Term to increase confidence in staff. Shout outs for any good work seen during previous year.</p> <p>One staff meeting per term to evaluate use of Careers Booklet and Skills Builder in each year group and how they are building careers into their subject.</p> <p>Careers is consistently discussed with parents at parents’ evenings, open days and through communication channels.</p> <p>Parents engage with careers events and mornings.</p> <p>Select system, buy system, be trained on how to use the system, embed system and run staff CPD if necessary.</p> <p>Organise and carry out visits to places of work or higher education facilities as well as visits from employers/</p> |

| | | |
|------------------------------------|---|---|
| | <p>50% of students have at least one interaction with employers, employees or higher education providers every year.</p> <p>Students know how to reflect and evaluate careers interactions through the booklet.</p> <p>An audit of the current careers provision has taken place by the end of the year including feedback from staff and pupil voice and reflection on external provider links.</p> | <p>employees to the school (depending on year group and availability)</p> <p>Teachers transfer booklets to next year's teacher at the end of the year. Students become self-starters when interacting with the booklet.</p> <p>Pupil voice and informal staff feedback.</p> |
| <p>Year three 2024-2025</p> | <p>All Year 8 students feel confident to make Year 9 option choices based on their experiences.</p> <p>Students will be able to appraise and critique their decisions in relation to what careers opportunities will be available to them in the future.</p> <p>Staff feel more confident in their involvement in developing the careers plan.</p> <p>Staff feel empowered to talk to students about their future career options.</p> <p>100% of students have at least one interaction with employers, employees or higher education providers every year.</p> <p>Careers knowledge is accumulated and built through the curriculum from years 5 to 8.</p> <p>The careers programme has taken on feedback from stakeholders and yearly audits.</p> | <p>Careers booklets evaluated before option choices.</p> <p>Careers Advisor will give each pupil the chance for at least two, 1:1, meetings to discuss future careers and option choices.</p> <p>Careers Leader to observe at least 5-10 meetings to evaluate advice given.</p> <p>INSET Day in September to be used to share good practice.</p> <p>Pupil voice interviews to assess baseline assessment from 2022-2023</p> <p>Careers information discussed and shared during parents evening.</p> <p>3 staff meetings across the school year to be used for assessment of current provision and evaluate how this can be improved and shared across the curriculum.</p> |

Long-Term Strategic Objective Embed careers learning cross-curricular and ensure staff are confident in the role they play.


Link to Benchmarks: GB2 GB4

| What will success look like (Milestones)? What do we need to achieve? | What actions we will take as a school to achieve these milestones? |
|---|---|
| <p>Year one 2022-2023</p> <p>Staff start to feel confident assessing their current long-term plans for career opportunities</p> <p>Staff will begin to reflect and evaluate current provision</p> <p>Introduce and implement assessment tool that will monitor careers learning in each subject.</p> <p>An audit of the current careers provision has taken place by the end of the year including feedback from staff and pupil voice</p> | <p>CPD session to embed importance of careers into each subject area in INSET September</p> <p>Develop and source an employers' bank for each subject area.</p> <p>Spreadsheet to be added to the staff shared area for staff to complete when careers have been included in their lessons.</p> <p>Informal staff feedback and pupil voice.</p> |
| <p>Year two 2023-2024</p> <p>Staff start to build a bank of employers for project-based learning</p> <p>Staff feel more confident in extending their career opportunities in their subject area to include at least one career-based learning experience by the end of the year.</p> | <p>Develop and source an employers' bank for each subject area.</p> <p>Staff feedback their evaluation of their subject area in INSET September, with suggestions on what went well and how they are going to increase their involvement in 2023-2024</p> |
| <p>Year three 2024-2025</p> <p>All Year 8 students will be able to make subject specific career links to inform option choices.</p> <p>100% of students will have experienced at least one careers experience for each subject.</p> <p>All staff feel confident in embedding careers into their subject content.</p> <p>Staff will feel confident in appraising and critiquing long term plans to embed at least one extra careers experience into their subject area.</p> <p>Careers knowledge is accumulated and built through the curriculum from years 5 to 8.</p> | <p>Pupil voice interviews to assess career choices and links to option choices.</p> <p>Careers Lead responsible for monitoring of experiences, using the spreadsheet set up in 2022-2023.</p> <p>Each Department Lead is responsible for including at least one career encounter in a year group per term.</p> <p>Well- informed questioning used by staff to assess pupils' experiences.</p> |

Long-Term Strategic Objective Develop a strong network of employers which challenges our pupils' perceptions of the wider world.

Link to Benchmarks: GB5 GB6 GB7

| What will success look like (Milestones)? What do we need to achieve? | What actions we will take as a school to achieve these milestones? |
|--|---|
| <p>Year one 2022-2023</p> <p>Introduce an employer base that all staff can access.</p> <p>All staff have access to an employer base via school shared area.</p> <p>Every year group has at least one interaction with employers, employees or higher education providers scheduled</p> <p>An audit of the current careers provision has taken place by the end of the year including feedback from staff and pupil voice.</p> | <p>During CPD session on INSET in September, Careers Leader to create a contact form to existing staff for any contacts they currently have that can be used for workplace experiences</p> <p>During CPD session in the Autumn term 2022, distribute form to staff to complete.</p> <p>CL will present updated employer base to staff during staff meetings on a termly basis.</p> <p>CL to collaborate with subject leads to evaluate career links in their subjects and assess current employer base for possibilities.</p> <p>Pupil voice and informal staff feedback.</p> |
| <p>Year two 2023-2024</p> <p>Implementation of an employer base document is included into the careers programme.</p> <p>Staff feel confident in increasing employer base.</p> <p>All students will have a least one interaction with employers or employees in every subject</p> <p>An audit of the current careers provision has taken place by the end of the year including feedback from staff and pupil voice.</p> | <p>CPD session in INSET in September 2023 to present the updated employer base and train staff how to access and use it.</p> <p>Each department to build up their current contact base and approach a further employer who will empower their subject area.</p> <p>CL to collaborate with subject leads to build up interactions in lessons and make contacts with the employer base.</p> <p>Pupil voice and informal staff feedback.</p> |
| <p>Year three 2024-2025</p> <p>Students will have had at least one workplace experience by the end of Year 8 in one subject</p> <p>Students will have had contact with at least one employer from outside their local community.</p> <p>Staff feel empowered contacting new contacts to increase employer base in their subject area.</p> | <p>Organise and carry out visits to places of work as well as visits from employers/ employees to the school (depending on year group and availability)</p> <p>Contact to be made with national companies for either on-site visit or virtual session (depending on restrictions)</p> <p>CL and subject leads to contact local and national companies</p> |

| | | |
|---|---|---|
|  | <p>Staff feel confident in delivering on-site work experiences using personal contacts.</p> <p>The employer base has taken on feedback from stakeholders and yearly audits.</p> | <p>Risk assessments completed and evaluations completed after each visit.</p> |
|---|---|---|

Year 5 Theme *Grow your mind*

| Measurable outcome/s (How will we know year 5 have been exposed to as may routes as possible?) | Activity (What will Year 5 do, practise, experience, learn...) | Monitoring (How will we check this is working) |
|--|---|---|
| <p>All students will have experienced a range of careers through a <i>World of Work</i> day.</p> <p>All students experience opportunities in the wider workplace, not just what is on their doorstep.</p> <p>Different sectors are represented: <i>Healthcare, the Forces, Education, Factories, Engineering, Retail, Tourism & Hospitality, the Arts, Construction, Creative & Digital, Local Services (Police, Fire etc), Higher Education & Research.</i></p> <p>Children will be telling us about their future ambitions in more mature language e.g. <i>"I'm going to look at, I could do this or this, I might do...."</i></p> | <p>Careers Day Carousel A morning in the Autumn Term Eight sectors represented with 25 minutes with each sector. Students hear about the sector/job then students ask questions. Students will need example questions. Employers will be asked to share 'related/linked/ careers e.g. Police sharing Law, Forensics, Data Analysis.</p> | <p>Pupil feedback at the end of the Carousel. Questions:</p> <ol style="list-style-type: none"> 1. <i>What were your ambitions to start with?</i> 2. <i>Has a Career surprised you today?</i> 3. <i>Who inspired you?</i> 4. <i>What else might you consider doing?</i> 5. <i>Tell me some new words/phrases you've learnt today</i> 6. <i>What do you know today that you didn't know yesterday?</i> |
| | <p>World of Work Day A full day Four employers- two for the AM, two for the PM Employers to tell students briefly about what they do day-to-day and share qualifications (GCSEs, Apprenticeships, Sixth Form) Then Employers to lead students through a real-life project e.g. STEM projects. KM prep: share brief with employers, ask for real-life tasks which could be replicated, what curveballs could be thrown in to challenge students? Please use our key vision terminology to rewards students throughout the day, linking to our values: Service, Hard work, Integrity, Nurture and Excellence (some to be linked to Nolan Principles)</p> | <p>Pupil feedback at the end of the WoW day. Questions:</p> <ol style="list-style-type: none"> 1. Tell me something you did today that you were proud of? 2. What did you discover that you're good at? 3. What challenged you today? 4. What is the main message you would tell people at home about today? 5. Tell me about a time today when you had to be resilient |
| | <p>PSHE lesson-link & lesson linking Careers to be discussed during PSHE lessons. STEM to be included in Science lessons and as extra-curricular club involving employer involvement.</p> | <p>Staff self-assessment on delivery of PSHE curriculum & lesson linking.</p> |
| | <p>Additional provision <i>Baseline assessment of careers they are interested in. Where possible, invite in those areas of industry to encourage engagement of PP children.</i> <i>SEND pupils to have scaffolding and extra support during the sessions.</i></p> | <p>Pupil voice with PP children demonstrates that they have more ideas for what they could do in future than at the start of the year (Baseline in T1, Midpoint T3, End of Year in T6).</p> |

Year 6 Theme

Expand your horizon

| Measurable outcome/s (How will we know year 7 have been exposed to as may routes as possible?) | Activity (What will Year 6 do, practise, experience, learn...) | Monitoring (How will we check this is working) | |
|---|---|---|---|
| <p>All students will have experienced at least one work placement.</p> <p>All students will have the opportunity to feedback and evaluate their work experience placement.</p> <p>Children will be sharing their future ambitions using specific job opportunities and sectors of employment.</p> | <p>During the Spring and Summer Terms:</p> <p>Students will visit a local employers' workplaces- this will be built up as more employers engage in the programme.</p> <p>Students will have the opportunity to see 'real-life work' and the time to ask questions. Students will be encouraged to identify any transferrable skills needed in the job roles.</p> <p>KMe- Engage with local employers that offer a range of jobs within their company.</p> | <p>Pupils will complete a Work Placement booklet, evaluating their visits. This will include:</p> <ul style="list-style-type: none"> • <i>Name of company</i> • <i>Job role</i> • <i>Qualifications needed</i> • <i>Main daily duties</i> • <i>Briefly describe your experience of the job role/company</i> • <i>What skills do you need in the job?</i> • <i>What did you enjoy the most about your visit?</i> <p><i>What did you enjoy the least about your visit?</i></p> | |
| | <p>Students will visit an employers' workplaces (further afield) - this will be built up as more employers engage in the programme.</p> <p>Students will have the opportunity to see 'real-life work' and the time to ask questions. Students will be encouraged to identify any transferrable skills needed in the job roles.</p> <p>KMe- Engage with local employers that offer a range of jobs within their company.</p> | <p>Pupils will complete a Work Placement booklet, evaluating their visits.</p> <p>Pupils will assess what they have learnt from the overall experiences. They will be able to answer:</p> <ol style="list-style-type: none"> 1. <i>What was your favourite experience and why?</i> 2. <i>What do you want to know more about the job role?</i> <ul style="list-style-type: none"> • <i>What do you know now that you didn't know before your visits?</i> | |
| | <p>PSHE lesson-link & lesson linking</p> <p><i>PSHE lessons to discuss workplace rules and expectations. Links to be made to British Values in the workplace.</i></p> | | <p>Staff self-assessment on delivery of PSHE curriculum & lesson linking.</p> |
| | <p>Additional provision</p> <p><i>Baseline assessment of careers they are interested in. Where possible, visits to those areas of industry to encourage engagement of PP children.</i></p> <p><i>SEND students to be provided with extra support on the visits.</i></p> | | <p>Pupil voice with PP children demonstrates that they have more ideas for what they could do in future than at the start of the year (Baseline in T1, Midpoint T3, End of Year in T6).</p> |

Year 7 Theme *Inspire Yourself*

| Measurable outcome/s (How will we know year 7 have been exposed to as may routes as possible?) | Activity (What will Year 7 do, practise, experience, learn...) | Monitoring (How will we check this is working) |
|--|---|---|
| <p>All students can define what a university is and recognise it as an option available for them.</p> <p>All students will determine which Further Education route may be best for them.</p> <p>All students will be able to explain what an apprenticeship is and why they are an important opportunity available to them</p> | <p>A morning in the Autumn Term.</p> <p>Pupils will research Further Education routes.</p> <p>A member of staff from Codsall High Sixth Form and alumni from Bilbrook Middle School to come and speak to students. Students have the opportunity to ask questions.</p> <p>A representative from a local college to speak to students about daily life at a college. Discuss what routes are available to them. Students have the opportunity to ask questions.</p> <p>Apprenticeships discussed during meeting with college representatives</p> | <p>Pupils will be able to use careers language when speaking to staff.</p> <p>Pupils will be able to distinguish differences and similarities between the different FE routes.</p> <p>Pupil feedback after the visits. Questions:</p> <ol style="list-style-type: none"> 1. Which route interests you the most? 2. What else might you need to consider? 3. What further information would you like/need? |
| | <p>A full day in Summer Term</p> <p>Pupils will spend a day at a local university (E.g. Birmingham University, Wolverhampton University) This will include:</p> <ul style="list-style-type: none"> • A tour of the campus • Meeting current students • Subject taster lecture | <p>Pupils will complete a FE Placement booklet, evaluating their visits. This will include:</p> <ul style="list-style-type: none"> • <i>Name of university</i> • <i>Courses on offer</i> • <i>Qualifications needed</i> • <i>Briefly describe your experience of the visit</i> • <i>What did you enjoy the most about your visit?</i> • <i>What did you enjoy the least about your visit?</i> |
| | <p>PSHE lesson-link & lesson linking <i>PSHE lessons to discuss routes of FE. Demonstrate where these routes can lead to.</i></p> | <p>Staff self-assessment on delivery of PSHE curriculum & lesson linking.</p> |
| | <p>Additional provision <i>Ensure a variety of FE visits take place to encourage ambition in PP children and extra support given to SEND students. SEND students will have extra sessions to discuss what to expect on the visit.</i></p> | <p>Pupil voice with PP children demonstrates that they have more ideas for what they could do in future than at the start of the year (Baseline in T1, Midpoint T3, End of Year in T6).</p> |

Year 8 Theme

Create opportunities

| Measurable outcome/s (How will we know year 8 have been exposed to as may routes as possible?) | Activity (What will Year 8 do, practise, experience, learn...) | Monitoring (How will we check this is working) |
|---|---|---|
| <p>All students will demonstrate leadership skills through the Young Leaders Award-Archbishop of York Youth Trust</p> <p>All students will be motivated to improve the skills and qualities they already have.</p> <p>All students will be prepared and informed about their future option choices.</p> | <p>Across 3 terms:</p> <p>Pupils will complete 3 personal volunteering projects which will serve the local community.</p> <p>As a group, pupils will deliver a project that will bring about a change in the school community.</p> <p>Students will complete a project to bring about a change in the local community.</p> <p>All activities are underpinned by our Christian ethos and our drivers of possibilities, health and community.</p> | <p>Students complete a Reflection and Evidence Booklet at the end of each module appraising how they have developed in Leadership and Character skills.</p> <p>Students self-assess the following Leadership skills:</p> <p>Am I a clear communicator? Am I an active listener? Am I a team player? Do I negotiate well? Can I plan and prepare for my project? Do I encourage and motivate others in my team? Am I a creative thinker? How well do I <i>organise myself and my team</i>? Do I <i>take the initiative in a project</i>?</p> <p>Students reflect on their preparation, implementation and impact of each Action Project, providing additional evidence to showcase their work.</p> |
| <p>All students will have the opportunity to assess their skills by building a C.V.</p> | <p>Spring Term:</p> <p>Each pupil will have the opportunity for a 1:1 meeting with their allocated member of staff to explain/advise on choosing their options ready for transition into year 9.</p> <p>Summer Term:</p> <p>Each pupil will have the opportunity for a 1:1 mock interview with an outside agency.</p> | <p>Pupils will complete their option choices online.</p> <p>Students will prepare a C.V. and complete preparation for the interview with their careers' advisor.</p> |
| | <p>PSHE lesson-link & lesson linking <i>PSHE links to community. Careers that could be used in the local community.</i></p> | <p>Staff self-assessment on delivery of PSHE curriculum & lesson linking.</p> |
| | <p>Additional provision <i>PP students to have extra sessions to support with option choices. SEND to be provided with guidance and support during each process, to include extra 1:1</i></p> | <p>Pupil voice with PP children demonstrates that they have more ideas for what they could do in future than at the start of the year (Baseline in T1, Midpoint T3, End of Year in T6).</p> <p>SEND students will show clear ideas when choosing year 9 options.</p> |

| | | |
|--|--|--|
| | <i>sessions to discuss year 9 options. SEND students to have support sessions before their mock interviews to prepare.</i> | |
|--|--|--|

September 2022 – September 2023

| Strategic objective | Yearly action | Micro-step | Who? | Deadline | Resources required | Status/ Progress | Do I need to shout about it? | Monitoring & Evaluation | Last updated |
|---|---|--|--------------------------------|---|----------------------------|--|---|---|-----------------------------------|
| 1. Develop a four-year Careers journey that meets the needs of all pupils | Present strategy to SLT and governors | Meeting to take place with SLT | KME | End of Summer Term 2022 | Copy of completed strategy | Completed | | Meeting taken place with Head-feedback received | 27/5/22- verbal feedback received |
| | | Meeting to take place with governor | KME | End of Summer Term 2022 | Copy of completed strategy | Completed | | Meeting taken place with lead governor- feedback received | 27/5/22- feedback received |
| | CPD session to re-launch Careers at INSET in September 2022 | Decide on how long a session KME would like | KME | End of Summer Term 2022 | N/A | Completed | SLT informed | Careers session added to CPD timetable | 1/7/22 |
| | | Write objectives for the session: <i>The final goal Sept 2022-23 jobs Think about where employers could be involved in curriculum (KME for support)</i> | KME | September 5 th 2022 | Powerpoint presentation | Following Careers Morning (June 2022) contact made for some employers to be involved 2022-23 | KME to speak to relevant HoD and pass on contact details. | KME to liaise with HoD and employers to ensure arrangements have been made- End of T1 (2022-23) | |
| | Send out staff survey | KME | End of Summer Term 2022 | Survey to be created on Google Forms | To be completed | KME to send email to all staff along with link to Google form | KME to collate and evaluate responses by September 2022 | | |
| | Request CPD | KME | Friday 15 th July | Email | To be completed | KME to contact SLT by email | KME will have received confirmation from SLT | 1/7/22 | |
| | Create powerpoint and resources for the session | KME | September 6 th 2022 | Powerpoint presentation Overview of Careers plan Handouts for staff | To be completed | | Presentation will have been delivered | | |
| ICT department to update school website | Create information page to be included on website | KME and SLT | End of Autumn Term 2022 | Main points from careers plan to be collated | To be completed | KME to liaise with SLT and ICT Department | Careers will be visible on School website | | |

| | | | | | | | | |
|--|---|----------|-------------------------|--|-----------------|--|---|--|
| | Source Skills Builder to be used in school and on website | KME | End of Autumn Term 2022 | Research skills Builder to be included on the school website | To be completed | KMe to liase with SLT and ICT Department | Skills Builder will be included in the careers area of the website | |
| | Contact ICT Department to update website | KME /SLT | End of Autumn Term 2022 | Careers page and Skills Builder | To be completed | KMe to liase with SLT and ICT Department | Careers will be visible on School website | |
| | Design and create a student Careers Booklet | KME | End of Autumn Term 2022 | N/A | To be completed | Staff voice to be included | Student Booklet evaluated on positives and negatives | |
| | Create a new Careers Booklet on Publisher | KME | End of Autumn Term 2022 | Microsoft Publisher | To be completed | | Updated Careers Booklet is created | |
| | Careers Booklet to be saved into Student Shared Area | KME | End of Autumn Term 2022 | N/A | To be completed | Staff to be informed on location of Careers Booklet for students to access. | Careers Booklet is saved on shared area and available to all students | |
| | <i>Run CPD for staff on the use of the Careers Booklet and Skills Builder</i> | KME | End of Autumn Term 2022 | Microsoft Powerpoint Skills Builder | To be completed | | | |
| | Request CPD session | KME | End of Autumn Term 2022 | Email | To be completed | KMe to contact SLT by email | KMe will have received confirmation from SLT | |
| | Baseline assessment of year 5 students to evaluate current career goals and experiences | KME | End of Autumn Term 2022 | Survey to be created on Google Forms | To be completed | Inform form tutors that this will take place in one tutor time in the Autumn Term-date tbc | KMe to collate and evaluate responses by November 2022 | |
| | Pupil voice and informal staff feedback | KME | End of T1 | Survey to be created on Google Forms | To be completed | | KMe to collate and evaluate first responses by 15 th December 2022 | |
| | | KME | End of T1 | Survey to be created on Google Forms | To be completed | | KMe to collate and evaluate first responses by 15 th December 2022 | |

2.Embed careers learning cross-curricular and ensure staff are confident in the role they play.

CPD session to embed importance of careers into each subject area in INSET September

| | | | | | | | |
|--|-------------|--------------------------------|---|--|---|---|--------|
| Decide on how long a session KME would like | KME | End of Summer Term 2022 | N/A | Completed | SLT informed | Careers session added to CPD timetable | 1/7/22 |
| Write objectives for the session: <i>The final goal Sept 2022-23 jobs Think about where employers could be involved in curriculum (KME for support)</i> | KME | September 5 th 2022 | Powerpoint presentation | Following Careers Morning (June 2022) contact made for some employers to be involved 2022-23 | KME to speak to relevant HoD and pass on contact details. | KME to liaise with HoD and employers to ensure arrangements have been made- End of T1 (2022-23) | |
| Send out staff survey | KME | End of Summer Term 2022 | Survey to be created on Google Forms | To be completed | KME to send email to all staff along with link to Google form | KME to collate and evaluate responses by September 2022 | |
| Request CPD | KME | Friday 15 ^h July | Email | To be completed | KME to contact SLT by email | KME will have received confirmation from SLT | 1/7/22 |
| Create powerpoint and resources for the session | KME | September 6 th 2022 | Powerpoint presentation Overview of Careers plan Handouts for staff | To be completed | | Presentation will have been delivered | |
| Develop and source an employers' bank for each subject area. | KME & Staff | End of Autumn Term 2022 | Microsoft Excel | Following Careers Morning (June 2022) contact made for some employers to be involved 2022-23 | | Spreadsheet created | |
| Staff to add known contacts to spreadsheet | KME & Staff | End of Autumn Term 2022 | Microsoft Excel | To be completed | KME to send email to all staff | Spreadsheet includes at least 1 contact per subject area | |

| | | | | | | | | | |
|---|---|---|-----|--------------------------------|--------------------------------------|-----------------|---|---|--------|
| | Spreadsheet to be added to the staff shared area for staff to complete when careers have been included in their lessons. | Employer Contact spreadsheet to be saved into Staff Shared Area | KME | End of Autumn Term 2022 | N/A | To be completed | Staff to be informed on location of Employer Contact spreadsheet for all members of staff to access | Employer Contact spreadsheet is saved on shared area and available to all staff | |
| | Informal staff feedback and pupil voice. | Send out staff survey | KME | End of Autumn Term 2022 | Survey to be created on Google Forms | To be completed | KME to send email to all staff along with link to Google form | KME to collate and evaluate responses by end of Decembr 2022 | |
| | | Send out pupil survey | KME | End of T1 | Survey to be created on Google Forms | To be completed | KME to send email to all staff along with link to location of survey | KME to collate and evaluate first responses by 15 th December 2022 | |
| 3. Develop a strong network of employers which challenges our pupils' perceptions of the wider world. | During CPD session on INSET in September, Careers Leader to create a contact form to existing staff for any contacts they currently have that can be used for workplace experiences | Request CPD | KME | Friday 15 th July | Email | To be completed | KME to contact SLT by email | KME will have received confirmation from SLT | 1/7/22 |
| | | Employer Contact spreadsheet to be saved into Staff Shared Area | KME | End of Autumn Term 2022 | N/A | To be completed | Staff to be informed on location of Employer Contact spreadsheet for all members of staff to access | Employer Contact spreadsheet is saved on shared area and available to all staff | |
| | During CPD session in the Autumn term 2022, distribute form to staff to complete. | Request CPD | KME | End of Autumn Term 2022 | Email | To be completed | KME to contact SLT by email | KME will have received confirmation from SLT | 1/7/22 |
| | | Create a contact form for staff to complete | KME | 6 th September 2022 | Contact sheet | To be completed | | Form to be completed during CPD session | |
| | | Collate and evaluate information from contact form | KME | End of Autumn Term 2022 | N/A | To be completed | | KME to collate | |
| | | Transfer contacts onto spreadsheet | KME | End of Autumn Term 2022 | Microsoft Excel | To be completed | | | |

| | | | | | | | | |
|--|---|-----|--------------------------------|---|-----------------|---|---|--|
| | Employer Contact spreadsheet to be saved into Staff Shared Area | KME | End of Autumn Term 2022 | N/A | To be completed | Staff to be informed on location of Employer Contact spreadsheet for all members of staff to access | Employer Contact spreadsheet is saved on shared area and available to all staff | |
| CL will present updated employer base to staff during staff meetings on a termly basis. | Request CPD | KME | Start of Spring Term 2023 | Email | To be completed | KMe to contact SLT by email | KMe will have received confirmation from SLT | |
| | Create powerpoint and resources for the session | KME | January 2023 | Powerpoint presentation Overview of Employer Contact spreadsheet Handouts for staff | To be completed | | Presentation will have been delivered | |
| CL to collaborate with subject leads to evaluate career links in their subjects and assess current employer base for possibilities | Request meeting with Heads of Departments | KME | By the end of Spring Term 2023 | Calendar | To be completed | KMe to contact HODs | Meetings confirmed in staff calendar | |
| | Access Long Term Plans for each subject | KME | Start of Spring Term 2023 | LTP for each subject | To be completed | | | |
| | Collate Employer Base with LTPs for potential career links | KME | By the end of Spring Term 2023 | LTPs Employer Base spreadsheet | To be completed | | At least one link to careers is added to LTP | |